

Employing Songs to Improve the Students' Mastery of Simple Past Tense

Juni Hartiwi¹, Sri Sutiwi²

¹²Institut Teknologi Bisnis dan Bahasa Dian Cipta Cendikia

* Email: juni_marvel@yahoo.com

Abstract

The purpose of this study is to find out if songs can help students become more proficient in the simple past tense. Twenty-five ninth-grade students from SMPN 20 Bandar Lampung are the focus of this study. According to the study's findings, pupils' proficiency with the simple past tense considerably increases following treatment. This indicates that songs can be used as an effective learning tool for learning simple past tense.

Keywords: Simple Past Tense, Song, Improve, Students' mastery

INTRODUCTION

Grammar is a step toward understanding how we learn language and is taught in an effort to create a model of the type of structure that we eventually give to English structure, according to Henry (1985:306). According to this statement, memorizing words forms a framework. A phrase is more than just a collection of words; it has a meaning that the recipient finds significant. Communication will be hindered if we rearrange the words in phrases because this will alter their meaning and the way they interact with one another. Fries (1965:29) also stated that structure is the meaning carried out by the form of arrangement of words which has meaning. It is true, but sometimes we should realize that not at all of the arrangement words are meaningful. Even, sometimes they are meaningless.

According to Setiyadi (2007:1.23), students learning English should ideally be assessed on their command of language components including vocabulary and grammar in addition to their proficiency in speaking, listening, writing, and reading. According to the two statements above, students must acquire grammar in particular as one of the language's components in order to become proficient in it. However, the author's three years of junior high school experience revealed that

many kids still struggle with grammar, particularly when it comes to accurately using basic past tenses in their sentences.

Based on the explanations above, we know that grammar is one of the important components in language science. Without mastering correct grammar, someone will be difficult to understand about meaning of sentences or meaningless. It can cause somebody misunderstanding each other in communication.

SMPN 20 Bandar Lampung's third-year pupils, according to the author's pre-observation. Grammar issues, particularly with learning the simple past tense, are very prevalent in class IX. Commonly, some of students thought that learning grammar was boring and they still get confused into select a suitable verb form especially in simple past tense or students still get problem in learning grammar by using tenses correctly in their sentences. An additional, they assumed that grammar was very frightening and extremely difficult to learn. That causes the students had low motivation and been bored to learn.

With reference to the aforementioned issues, the author aimed to enhance the pupils' proficiency in the simple past tense by means of musical compositions. Songs can be utilized, according to Eken (1996, p. 46), to more directly address typical learner errors, to promote discussion of attitudes

and sentiments, to foster creativity and the use of imagination, and to create a laid-back classroom environment that adds diversity and enjoyment to the learning process.

METHOD

Classroom Action Research is an observation of learning process such as action which arises in the class (Arikunto 2006). It means that the action is given by the teacher then student's do, so, the teacher can observe the learning process. In classroom action research, we observe the learning process.

This research includes in a Classroom Action Research. This research was conducted to know whether songs could improve students' mastery of simple past tense after three-times of teaching process. Therefore, the researcher used pre-test and post-test design in this research. It means that pre-test was carried out and after the second meeting a post-test was administered. The researcher also conducted try out to know the test level to classify whether the test is difficult, medium or easy. The writer was helped by English teacher, exactly as collaborator who helps to give direction during the research, so it can run well without any difficulties.

The researcher applied two cycles in this research. Each cycle consisted of planning, action, observation and reflection. The second cycle would be done by the researcher if the first cycle did not give any significant result from the target. The population of this research was the students at the third year of SMPN 20 Bandar Lampung. They consisted of 6 classes. The writer only chose IX2 as sample. The total of IX2 was 25 students with 10 males and 15 females. The writer chose that class because they had problem in structure especially in mastering simple past tense.

The instruments used for collecting the data were; test, observation, and questionnaire. Tests consisted of pre-test and post-test. The writer used 25 items for each test. The multiple choice was arranged with four options (A, B, C, and D). The material of the test was certainly in simple past tense. Observation was carried out

while teaching learning process in progress in order to see students' interest and problem. Questionnaire was chosen by the writer as one of the instruments to know the student's opinion during the learning process especially in learning simple past tense through song and to know the atmosphere in learning process whether they were happy or not.

Scoring system is one way that used researcher to give the score from the result of students' test. In this research, the highest score is 10 and the minimal score is 7. Then the researcher calculated the students' score of pretest and post test to see the progress of the students' mastery in Simple Past Tense.

FINDING AND DISCUSSION

Findings

The treatments were done in two cycles. The findings showed that songs could improve students' mastery of simple past tense. It could be seen from the result of the whole test. It occurred that from the pre-test, the lowest score was 3.6 and the highest score was 9.2 (one student). The average score of pre-test was 7.1. And the lowest in post-test was 5.2 and the highest score was 9.2 (more than one) and the average score of post test cycle I was 7.4. The data shows the increase of the average score between pre-test and post-test in cycle I was 0.3. The average score in cycle I increased 7.1 of pre test to 7.4. It indicated that there was an increase, although the success had not been gained yet since there was only 62,5% of students who got score more than 7. It had not fulfilled the criteria of success > 75% of students get 7 for their test result. Besides, through an intensive treatment, there was significant increase.

From the result of post-test in cycle II, the highest score was 10 and the lowest score was 7.2 while the average score was 8.8. Thus, the average score in cycle I was 7.4 and in cycle II increased to 8.8. The increase was 1.4. The data shows the increase of the average score between pre-test and post-test in cycle II is 1.4. The average of test result from cycle I to cycle II increased gradually. The number of students who got score more

than 7 had reached 100%. It means that the success had fulfilled the criteria. Thus, the average score in post test cycle II increased 7,1 in pre test to 8.8. The increased was 1.7. There was a very significant increase of students' mastery of simple past tense.

CONCLUSION

Based on the result of the research, the writer concludes that the students' mastery of simple past tense can be improved by using songs. It is supported by finding as the post-test cycle II results indicated that students' proficiency with the simple past tense had significantly increased. Students can use the pattern in a meaningful way through songs. Songs can create a positive learning environment that encourages pupils to be creative, playful, and happy. In relation to a research done by Yeni et al. (2021) which is entitled *The Effect of Song Towards Students' Mastery on Simple Past Tense*. They discovered that using Song of first grade at SMAN 01 Bangkinang Kota significantly effects students' mastery on Simple Past Tense. In addition, Asylve et al. (2024) found in their research entitled *Improving Simple Past Tense Mastery Used in Recount Text Through the Use of English Songs at the Eleventh Grade Students of SMA Negeri 2 Sigi*. The research shows that English song is effective in improving students' simple past tense mastery. By comparing to the previous research, it can be concluded that by using song as media of teaching, student's mastery of Simple Past Tense can be improved. It motivates pupils to participate actively in class activities and a song helps a person remember their new discovery.

Based on the conclusion above, the writer would like to give some suggestions. For the teachers and the students, the aids and the material to be taught, teacher is able to use various aids in teaching learning process in classroom. In this case, especially in learning structure simple past tense, teacher is able to use songs as an alternative aids or another aids that reliable to the students. So that the students have motivation and are not bored to learn English structure especially in simple past

tense. For the students, it is hoped that they would study hard not only in school or take the course to improve their mastery especially in English because English is very important for their future.

For the Further Researcher, it would be better for the next researcher in the future to select and consider a different genre of music or song likes acoustic music as media of learning. That was suitable with the material of learning, especially about simple past tense in which it can produce the students' mastery grade more excellent.

References

- [1]. A, Schramfer, Betty.1991. *Fundamental of English Grammar*, Second Edition, United stated of America.
- [2]. Alatis, Dean Emeritus, James E. Teaching Grammar. <http://www.nclrc.org/essentials/grammar/grindex.htm>.School of Languages and Linguistics, Georgetown University
- [3]. Asylva, Nindi Putri., Jamiluddin, Ma'ulah, Konder Manurung. 2024. *Improving Simple Past Tense Mastery Used in Recount Text Through the Use of English Songs at the Eleventh Grade Students of SMA Negeri 2 Sigi*. Jurnal Onoma: Pendidikan, Bahasa dan Sastra, Vol. 10, No. 2, 2024 10 (2).
- [4]. Arikunto, Suharsimi. 2008. *Penelitian Tindakan Kelas*. Bumi Aksara-Surabaya.
- [5]. Burns, A.1999. *Collaborative action research for English language teachers*.
- [6]. San Fransisco.
- [7]. D. Djauhari, Imam.1986. *Master of English Part of Speech*. Indah-Surabaya.
- [8]. Djuharie S., Otong, 2008, *Functional English Grammar*, Bandung: CV. Yrama Widya.
- [9]. Firmansyah, Hendri. 2008. *Teaching English with Songs and Music*. [Http://Hendrifirmansyah.Blogspot.Com/2008/05/Teaching-English-With-Songs-And-Music.Html](http://Hendrifirmansyah.Blogspot.Com/2008/05/Teaching-English-With-Songs-And-Music.Html).
- [10]. Fries, Charles C. 1965. *Teacher and learning English as a Foreign Language*, An Arbor, The University of Michigan Press.

- [11]. Henry, Frank. 1985. Language Introductory. New York: Reading St. Martin's Press.
- [12]. Kemmis and Mc Taggart.1988. the action research planner. Victoria Deakin University Press.
- [13]. Lado, Robert. 1964. Language Teaching: A scientific Approach. New York: Mac Graw Hill Inc.
- [14]. Lau, Robby. English Grammar and How to Use It, 2nd edition, E Plus.
- [15]. Mas'ud, Fuad,2005, Essential of English Grammar, BPFE – Yogyakarta.
- [16]. Monreal, Eugenia, Maria. 1982. How I Used Songs. Forum Volume XX, Number 3, July 1982.
- [17]. Puasa, Kuran S.Pd. 2007, Teaching English Through Pop Songs. Bandung: CV.YRAMA WIDYA
- [18]. S, Nuraini. 2000. Bimbingan Test EBTANAS Bahasa Inggris SMA. Jakarta: PT. Intan Pariwara.
- [19]. Santoso, Dra. Eunice. 2009, Learning English with Fun Through Popular Songs, Jakarta : Mitra Utama.
- [20]. Setiyadi, Bambang dkk . 2007. TEFL I. Jakarta: Universitas Terbuka.
- [21]. Setiyadi, Bambang AG. 2006. Metode Penelitian Untuk Pengajaran Bahasa asing. Yogyakarta, Jakarta.
- [22]. Setiyadi, Bambang AG. 2002. Penelitian Dalam Pengajaran Bahasa Asing, Lampung:lampung University Press.
- [23]. Septiyanti, Suharti.2008. Increasing the Students' Mastery of Simple Past Tense Through PGR Technique of the First Year Students of SMK Ma'arif Nu 1 Purbolinggo East Lampung 2008/2009. Script. Metro: UM Metro
- [24]. Spelleri Instructor, Maria. 2009. Teaching Grammar with songs. <http://www.azargrammar.com/teacherTalk/blog/2009/03/teaching-grammar-with-songs.html>. Department of Language and Literature, Manatee Community College, Florida, USA.
- [25]. Yeni, Mira., Citra Ayu, Vitri Anggraini Hardi. 2021. The Effect of Song Towards Students' Mastery on Simple Past Tense. Journal of English Language and Education 6 (2).Agustina, E. S., Haenilah, E. Y., Ariyani, F., & Dwijonagoro, S. (2022). Lampung Language Subjects in Various Curriculum Contexts and Learning Paradigm. International Journal of Social Science Research and Review, 5(6), 188-199.